



United Nations
Educational, Scientific and
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UNEVOC

International Centre
for Technical and Vocational
Education and Training



TVET LEADERSHIP
VISION KNOWLEDGE SKILLS

UNEVOC TVET Leadership Programme 2017

Capacity building for transformational TVET leaders:

Vision, knowledge and skills





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International Centre
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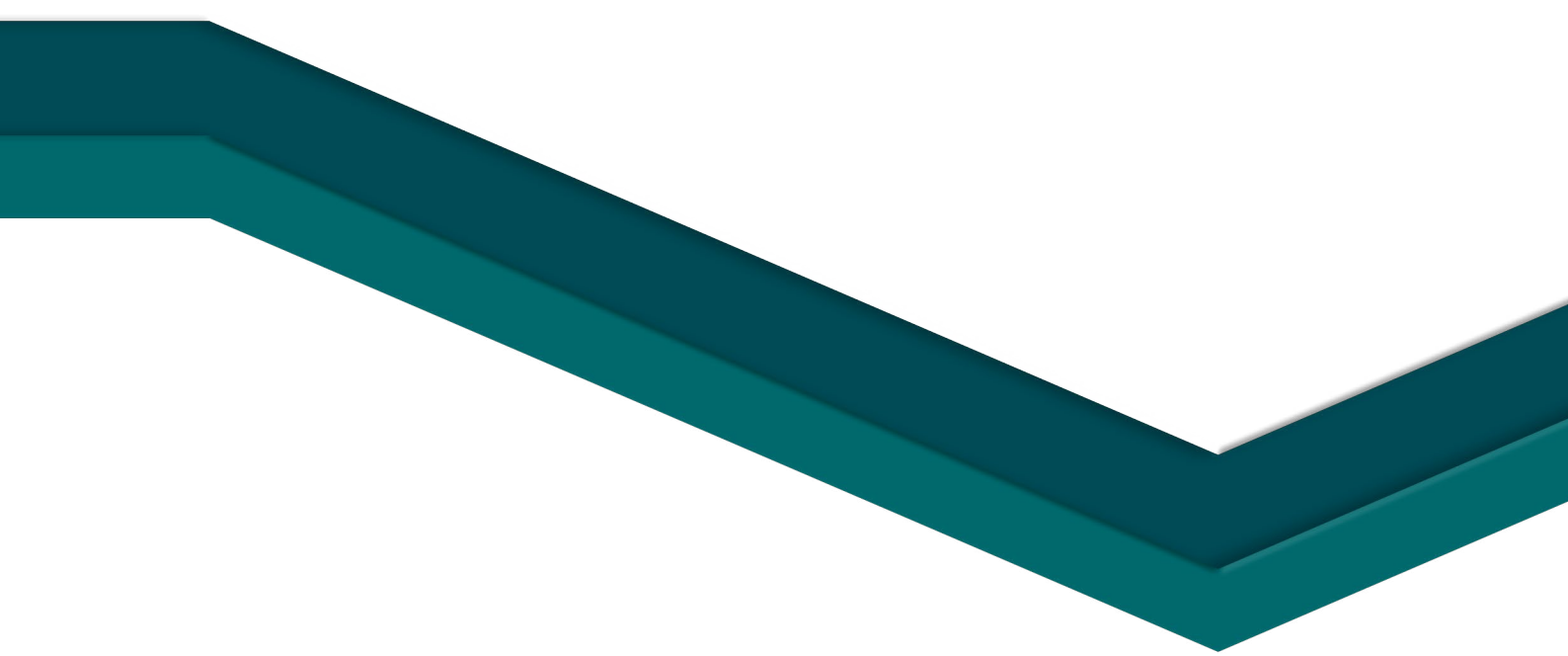
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UNEVOC TVET Leadership Programme 2017

The following report gives an overview of UNESCO-UNEVOC's TVET Leadership Programme 2017, held in Bonn, Germany, from 11 to 22 September.



Foreword

TVET is higher on Member States' agendas than ever before, and central in international discourse. The 2030 Agenda for Sustainable Development adopted in September 2015 promotes a vision of inclusive, equitable and sustainable societies and economies, and specifically Sustainable Development Goal (SDG) 4 calls on Member States to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Three of the seven targets under SDG 4 are related to TVET, highlighting the pivotal role of technical and vocational education and training in realizing this vision.

Apart from SDG 4, there are five other goals with specific education targets – SDG 3 on health, SDG 5 on gender equality, SDG 8 on decent work, SDG 12 on consumption and production patterns, and SDG 13 on climate action. However, indirectly all other SDGs are in one way or another linked to education and skills.

In July this year, more than 500 participants from 65 countries met in Tangshan, the People's Republic of China, to discuss how TVET systems must change to remain relevant in the context of the fast-changing labour market, and contribute to the ambitious goals set out in the SDGs. The resulting skills development agenda complements the priority areas laid out in UNESCO's Strategy for Technical and Vocational Education and Training (2016-2021) and sets the tone for the coming years, highlighting the importance of anticipating the future skills needs to transform TVET. The focus areas are fostering youth employment and entrepreneurship, promoting equity and gender equality, and facilitating the transition to green economies and sustainable societies. Central to all of our efforts is the realization that the transformation of TVET needs to include economic, social and environmental perspectives. In a world that is more interconnected than ever before, it is impossible to address one without taking into consideration and impacting the others.

While the vision and tools are there, the transformation and anticipation of future skills needs will depend on the people on the ground. One of the main bottlenecks to change is the lack of transformational leaders at the grassroots level, and the TVET Leadership Programme provides an excellent opportunity for institutional leaders to become change agents in their institutions, localities, nations and regions. Our experiences from last year's TVET Leadership Programme show that those who have the vision, knowledge, and skills to drive change, are more empowered to take strategic decisions, facilitate the transformation of TVET and contribute to promoting a more inclusive, equitable and sustainable world for all. As we see, many of the 2016 participants take an active leadership role in their institutions and countries. We hope that the participants of the 2017 UNEVOC TVET Leadership Programme follow their example and join a network of proactive leaders.



Shyamal Majumdar
Head of UNESCO-UNEVOC



Acknowledgements

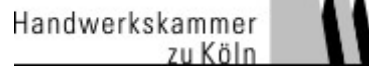
The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training was proud to host the second UNEVOC TVET Leadership Programme.

The International Centre would like to extend its gratitude to the following partners, without whom the programme would not be possible:



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Background

As defined in the 2030 Agenda for Sustainable Development, the Sustainable Development Goals (SDGs) aim to achieve inclusive and equitable economic, social and environmental sustainable development.

The UNEVOC TVET Leadership Programme aims to empower technical and vocational education and training (TVET) experts to contribute to the realization of the Sustainable Development Goals (SDGs). The Programme is designed to update participants' understanding on the latest developments in TVET strategy and equip them with skills and tools that are required for effective leadership in the TVET sector.

The SDGs, as defined in *Transforming Our World – the 2030 Agenda for Sustainable Development*, aim to achieve inclusive and equitable economic, social and environmental sustainable development. In particular, SDG 4 calls on Member States to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. The goal requires a transformative vision of TVET, a move from seeing TVET solely as a contributor to skills development for the labour market, towards a vision where TVET empowers individuals, enterprises and communities to become contributors in the transition towards sustainable societies and economies.

UNESCO supports Member States in transforming their TVET systems and the UNESCO Strategy for Technical and Vocational Education and Training (2016-2021) guides the Organizations' work in this regard. In particular, UNESCO-UNEVOC acts as a key component of UNESCO's international programme on TVET and plays an important role in supporting TVET in Member States through capacity development, stimulating international and regional cooperation, promoting UNESCO normative instruments and standards, raising awareness of promising practices in TVET, sharing knowledge, and mobilizing expertise and resources. However, a transformative vision of TVET also requires change at the grassroots level. One of the perceived bottlenecks in effecting change in TVET institutions relates to the lack of change leaders and a lack of capacity to develop a vision and implement change.

Transformative leaders have a clear vision, a sound thematic knowledge base and have the skills to drive change. They are experts in their fields and familiar with current theories, facts and figures and are able to make well founded decisions, convince colleagues, staff and other experts and defend their decisions

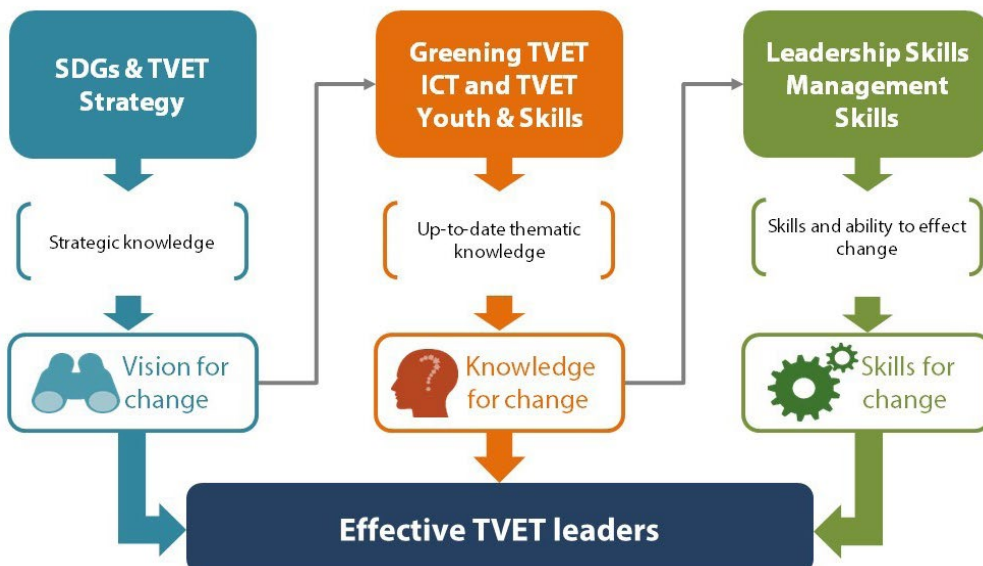


Figure 1. Concept of the UNEVOC TVET Leadership Programme

convincingly when they are questioned or challenged. They are also able to capitalize on their knowledge to translate ideas into goals and eventually into action. Effective leadership is grounded in certain attitudes. Self-motivation and self-confidence, integrity, honesty, optimism, enthusiasm and commitment are just examples of what is required to lead by example and inspire others to realize and utilize their full potential.

To this end, the ten-day TVET Leadership Programme is organized in eight modules and focuses on three qualities that determine a leader's ability to drive change efficiently and successfully: strategic knowledge (vision for change); thematic knowledge (knowledge for change); and leadership and management skills (skills to drive change).

From 11 to 22 September 2017, the second UNEVOC TVET Leadership Programme took place at the UNESCO-UNEVOC International Centre in Bonn, Germany. Twenty-one participants from nineteen countries engaged in this highly interactive, hands-on and case-based programme, honing their leadership skillset and expanding their systemic understanding of TVET. Participants came from Armenia, Australia, Cameroon, Chile, Ecuador, Fiji, India, Kenya, Malta, Mongolia, Qatar, Republic of Korea, Republic of Seychelles, Spain, Sri Lanka, St. Kitts, Trinidad, Uganda, and Zambia. With the overall goal of the UNEVOC TVET Leadership Programme to move from strategies to action, the participants developed concrete plans both at the institutional level, and at the regional levels through international collaboration and exchange. They join a growing network of trained leaders that is prepared to act and engage. So far, the UNEVOC TVET Leadership Programme has trained forty-three leaders from thirty-five countries.



A growing global network of leaders in TVET (2017 participants in red, 2016 participants in blue)



Welcome and opening

Special 1 – Inaugural keynote lecture: International trends in vocational education and training

Mr Peter Thiele, Deputy Director for VET policy, German Federal Ministry of Education and Research (BMBF)

Despite of diverging status of TVET in different regions and a variety of TVET systems, countries around the world face common challenges to TVET. It requires the definition of common targets, and even strategies, to tackle these challenges successfully.

One of such challenges is rising the attractiveness of TVET, which is usually considered a less attractive educational option compared to higher education. In fact, while TVET has its important role to play in integrating all young people into the system, it also provides excellent educational options that compete with higher education.

The session also discussed the impact of globalization, digitalization, demographics and migration on TVET. Participants learned about international trends such as closer interaction of education with the world of work, work based learning and apprenticeships. The module looked at international and European initiatives to create apprenticeship systems and explored options and limits for transfer of successful TVET models to other countries.



Participants of the 2017 UNEVOC TVET Leadership Programme



Module 1: Sustainable Development Goals and UNESCO's Strategy for TVET

1.1. Sustainable Development Goals, UNESCO Recommendations for TVET and UNESCO's Strategy for TVET (2016-2021) and the UNEVOC Network

Mr Shyamal Majumdar, Head of Office, UNESCO-UNEVOC

Mr Borhene Chakroun, Chief of Section, Youth, Literacy and Skills Development, UNESCO

An essential characteristic of effective TVET leaders is that they have a vision and a clear understanding of the major, international developments in their field of work. One such major development is the 2030 Agenda for Sustainable Development with its Sustainable Development Goals. Adopted by the Member States of the United Nations, it guides the efforts of Member States, their support through the United Nations, and the international donor community in a wide range of topics related to sustainable development for the next 15 years.

Within the framework of the Sustainable Development Goals, education is addressed through a dedicated Goal (Goal 4: Education for all), and this module elaborates on the targets that are directly or indirectly linked to the Goal.

UNESCO is in charge of supporting the implementation of Goal 4 and has developed the Education 2030 Framework for Action. The Framework guides Member States in their efforts to work towards the achievement of the targets defined under the Goal. UNESCO further provides guidance to Member States through its normative instrument, the Recommendation concerning Technical and Vocational Education and Training, and the recently launched new Strategy for TVET 2016-2021. The Strategy defines the objectives and priority areas of UNESCO's support to Member States in their efforts to enhance the relevance of their TVET systems so as to equip all youth and adults with the skills required for employment, decent work, entrepreneurship and lifelong learning, and to contribute to the implementation of the 2030 Agenda for Sustainable Development.

This module familiarized participants with the global development vision offered by the 2030 Agenda for Sustainable Development, with a focus on TVET, and presented the strategy and efforts of UNESCO and UNESCO-UNEVOC for their implementation.

The objective of the session was to enable participants to:

- understand the 2030 Agenda for Sustainable Development and the Sustainable Development Goals, with a specific focus on Goal 4 on Education and its TVET-related targets
- comprehend UNESCO's TVET Strategy 2016-2021 and Recommendation concerning TVET
- understand UNESCO-UNEVOC's Medium-Term Strategy II (MTS-II) and opportunities of engagement
- examine their national development strategies and their alignment with SDGs including the place skills have in these agendas



Module 2: TVET policy and qualification frameworks

2.1. TVET policy review and policy building blocks

Mr Borhene Chakroun, Chief of Section, Youth, Literacy and Skills Development, UNESCO

Improving the quality, relevance and attractiveness of TVET systems has become a policy priority in many countries. Yet TVET leaders often lack a clearly defined methodology to assess the condition of their country's system and to define an adequate strategy or policy.

This module aimed to fill this gap by introducing UNESCO's methodology for TVET policy reviews, highlighting how country authorities can use it to develop their own analysis of the current state of their TVET system, identify strategic priorities and policy options, and use those results as the foundation for developing their TVET strategies and policies.

UNESCO carries out TVET policy reviews at the request of its Member States, often from ministries in the process of defining a national TVET strategy or policy, and of reforming TVET provision and governance.

Policy reviews provide a detailed diagnosis of the TVET system. Specifically, UNESCO responds to these requests by conducting three missions to the country. First, to meet the requesting Minister, situate the policy review in the context of ongoing policy processes and interventions of other development partners, and meet key TVET stakeholders. Second, to carry out further meetings and field visits in the capital city and at least two other regions of the country, visiting a wide range of TVET providers and meeting relevant ministries. Third, to carry out a validation workshop presenting results to stakeholders leading to the production of the policy review report that is submitted to the Government.

This module also helped participants reflect on the key building blocks to consider in TVET policy making. This included the context in which TVET systems operate (human development, economy and labor market, general education system), its components (education and training institutions, curriculum and training modalities, governance, finance, regulation, etc.), and its functioning and output (quality, relevance, attractiveness).

The objective of the session was to enable participants to:

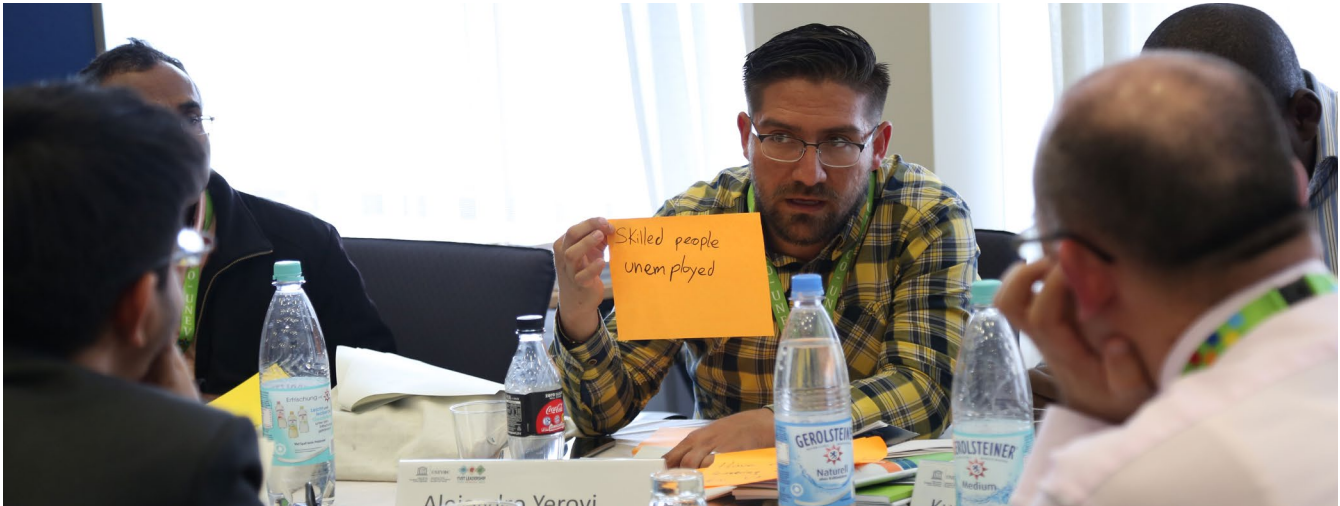
- identify the key building blocks of TVET policy making
- understand the design and process of policy review at a national level

2.1. Understanding learning needs

Mr Vladimir Kvetan, Senior Expert, European Centre for the Development of Vocational Education and Training (Cedefop)

The inability of workers and enterprises to cope with the highly dynamic labour markets of today leads to various labour market imbalances – unemployment, skills gaps and skills mismatches. This increases the need to design appropriate learning courses that could attract learners as well as prepare them for their future careers. Good skills governance systems are important for individuals, and for schools or training institutions.

This module provided an understanding about the connection between the labour market and education worlds. Such knowledge will help to bring education closer the needs of the final user and improve life chances of individuals.



I Group work exercise

The module included a presentation on the basic principles of how to understand and anticipate skill needs, and how to set up a good system of skills governance. Participants were encouraged to share information on the situation in their countries.

The objective of the session for participants was to:

- understand the need to create a symbiotic relation between the worlds of education and work
- identify labour market needs and understand how the information can be retrieved and processed



Module 3: Greening TVET

Special 2 – Panel: Mobilizing the private sector

Ms Regina Flake, Economist, Cologne Institute for Economic Research

Ms Pooja Gianchandani, Guest scientist, German Chancellor Fellow at the Federal Institute for Vocational Education and Training

Mr Jürgen Hindenberg, Director of Vocational Education and Training, and Securing Skills Personnel, Chamber of Industry and Commerce in Bonn/Rhein-Sieg

Transforming TVET institutions and their training outcomes requires the participation of stakeholders, social partners and the private sector. These stakeholders are presumed to bring in valuable insights and experiences through dialogues, expertise, resources and other types of support that may include financing of TVET, collaboration in the design of TVET programmes, and partnerships for undertaking institution work-based learning (e.g. apprenticeships).

Engaging the private sector and companies in improving TVET is critical in the institutional transformation journey. However, various research studies show that stakeholders from the private sector have reservations in investing in TVET due to the poor quality of skills and TVET outcomes, which results in establishing company-based training units or programmes. Moreover, a lack of partnership strategies on the part of institutions, or limited framework conditions for the private sector to be involved in public TVET design and development, often hinders private sector participation.

This panel discussion aimed to broaden participants' understanding on issues surrounding private sector engagement in TVET, and the opportunities for increasing their interest to collaborate with TVET institutions. The special explored the enormous potential of the private sector to improve financing provisions, and enhance the quality and relevance of TVET.

Participants were requested to be aware of the relevant institutional projects and set-ups their institutions have been engaged in to cross-share different models, issues and lessons learned from implementing partnership projects with the private sector and industries.

The objective of the session was to enable participants to:

- identify issues in- and approaches for- building and sustaining social partnerships and cooperation with companies
- understand the value-added benefits of engaging the private sector
- identify TVET partnership projects and models involving the private sector and TVET institutions



Discussing private sector partnership projects

3.1. Greening TVET

Mr Shyamal Majumdar, Head of Office, UNESCO-UNEVOCT

Ms Kenneth Barrientos, Programme Officer, UNESCO-UNEVOCT

Mr Berthold Breid, Chief Executive Officer, Renewable Energy Academy AG (RENAC)

The demand for TVET in the context of the transition to green economies and societies is growing, as well as the efforts to take forward adaptation and mitigation of climate change. At the backdrop of this development is the recent ratification of the Paris climate change accord, and the anticipated increase in the number of jobs that are shifting their processes to reduce their carbon footprint and mitigate environmental impact.

TVET has a vital role to play in developing young people and adults by equipping them with the knowledge, skills and competencies that can facilitate them to take full advantage of the job opportunities, co-create sustainable solutions and entrepreneurial learning, and therefore contribute to the creation of sustainable societies. In order to respond to these demands, TVET institutions need to be oriented to these developments and understand the 'what', 'why', 'how' of greening TVET for low-carbon and climate resilient societies.

This module helped participants identify the potential of green jobs and the prospects for greening TVET institutions. It covered the macro-level scenarios that impact TVET institutions, as well as the meso- and micro-level of adapting a whole-institutional approach to greening TVET. The session encouraged participants to use their leadership roles in their institutions to adapt their institutional agenda and plans in coherence with systematic approaches for greening TVET institutions.

UNESCO-UNEVOC's guidelines on *Greening TVET: a practical guide for TVET Institutions* served as the main frame for designing the learning activities for this module.

The objective of the session was to enable participants to:

- situate TVET within the overall global sustainable development agenda, identify opportunities in which it could contribute to fulfilling the goals and expectations, and understand the interlocking issues influencing climate change actions and the nature of jobs and skills demands
- identify and analyze their institutional situations and contexts to identify the opportunities and enablers for greening their TVET institutions
- suggest possible plans of action to pursue the greening TVET agenda



Reflecting on the environmental imperative for greening TVET



Module 4: Work-based learning systems

4.1. Work-based learning in theory and practice

Mr Stefan Thomas, Vocational Education and Training Specialist, European Training Foundation

Work-based learning, and in particular apprenticeship, has been high on the TVET policy agenda of many countries and international organizations for several years. For instance, the EU Member States have agreed on a new set of medium-term deliverables that include work-based learning.

There is a strong international trend to introduce, or extend the duration of, work-based learning in initial and continuing TVET to increase its relevance and make it more attractive. However, the design and successful implementation of work-based learning schemes require well-developed institutional arrangements and effective education-business partnerships at many levels.

This module looked at the characteristics of different types of work-based learning and the potential benefits they have for learners, employers and the society. During a real country case study, participants analyzed and critically reflected upon the key elements and challenges of work-based learning systems. The module also included a brief introduction to two key online sources for further reading and learning.

The objective of the session was to enable participants to:

- understand and explain different types of work-based learning models and their benefits
- analyze the key elements of work-based learning systems and identify implementation challenges
- compare approaches towards work-based learning in different countries

Special 3 – Field visit to Bildungszentrum Butzweilerhof

Butzweilerhof education centre belongs to the Chamber of Crafts of Cologne. The centre, in operation since 1978, provides training courses for the "Meister" examination, as well as full- and part-time continuing training. The deputy director of the training centre, Mr Richard Draga, introduced participants to the dual training system in the German crafts trade, and gave a guided tour of the centre.



Participants with Mr Richard Draga



Module 5: Inspiring learning with technology in TVET

5.1. TVET in a digital world

Mr Shyamal Majumdar, Head of Office, UNESCO-UNEVOC
Ms Kenneth Barrientos, Programme Officer, UNESCO-UNEVOC
Mr Max Ehlers, Associate IT Officer, UNESCO-UNEVOC

Information and communication technologies (ICTs) have transformed many aspects of our lives and offer unprecedented opportunities as well as challenges for education and training. ICT is increasingly appreciated for its potential to improve quality and access to learning. ICT-enabled learning environments allow individuals, including out of school adolescents and youths, to participate in education and pursue lifelong learning pathways.

ICT plays two pivotal roles in TVET. First, it is a tool for increasing the outreach and impact of an often largely practice-based and less theoretical approach to TVET. Second, it improves learning outcomes in the classrooms. With the variety of learning resources that are enabled and facilitated by ICT, learners are more likely to be engaged in learner-centered learning environments and develop high-order thinking competencies, empowering them to become lifelong learners. Moreover, in the workplace context, changes are taking place through the increased use of automation and data exchange in different technologies available. The anticipation of these type of trends to penetrate and disrupt industry practices means that new value is given to learning competencies that are transferable, information technology-oriented, and adaptable to changes in technologies.

This module discussed the characteristics of adopting ICT in TVET to inspire, empower, and engage learners in a lifelong learning perspective. The session explored the potential of institutions to create ICT-enabled learning environments, raise learning outcomes and make them more relevant to workplace changes. It also addressed the role of teachers to catalyze effective learning process aided by ICT tools.

The objective of the module was to enable participants to:

- appreciate the role of ICT in transforming TVET teaching and learning
- understand the different aspects of promoting quality and access in TVET using ICT, open education resources and teacher-oriented support for ICT applications
- identify different case examples that illustrate the use and impact of ICTs in TVET



Module 6: Policy rationales for qualification frameworks / Entrepreneurship

6.1. Policy rationales for qualifications frameworks and how they intend to evolve

Mr James Keevy, Chief Executive Officer, JET Education Services

This module discussed new thinking related to qualifications frameworks, and how these trends relate to education and training policy, specifically TVET policy.

The discussion built on the idea that some national qualifications frameworks (NQFs) are simply hierarchical classifications for levels of formal learning programmes and their associated qualifications and certificates. More advanced NQFs can also play a role in facilitating stakeholder interactions, creating coherent qualifications systems, ensuring fit-for-purpose qualifications, supporting wider quality assurance processes, recognizing learning gained outside formal education and training, and for driving broader educational reforms. They also make qualifications more transparent to foreigners. Across the world, there has been a rapid take-up of NQFs, and a development of regional frameworks that coordinate NQFs across wide geographical regions. The evidence for the success and reliability of NQFs is weak and this raises the question: what is driving the expansion of NQFs, what are they expected to do, and how might they fulfil these expectations?

In terms of new thinking, the module looked specifically at digital technologies, and how they create new opportunities and challenges for skills development globally. Changes in modalities of access and learning methods, massification and internationalization, are taking place at an increasingly rapid pace. The use of digital technologies, including open badges, in education and training is supporting the development of learning materials and close monitoring of the teaching and learning processes and changing pedagogies.

The objective of the session for participants was to:

- understand how the impact of qualifications frameworks is being measured
- identify new thinking on the use of learning outcomes. More specifically, understand how learning outcomes are being used in the formulation of level descriptors on sectoral, national, regional and even global levels
- comprehend the major developments in digitizing learners' records, credentials and certificates in education, training and in-companies

6.1. Building partnerships to promote entrepreneurship in education and training

Ms Wendy Perry, Managing Director, Workforce BluePrint

As many countries and regions face challenges to address unemployment, create new jobs, encourage engagement, and better match TVET provision to employer and industry needs, entrepreneurship must be a core capability and policy consideration. Perhaps positioned as developing an entrepreneurial mind-set, it helps explore businesses and ideas, encourage being an entrepreneur for your employer (intrapreneurship), or work on social innovations. Entrepreneurship is one of the 21st Century capabilities, alongside a number of other skills, required for future jobs and sustainable careers.

Who is doing this well, where are the best practice examples, what is possible, and how does this work for TVET policy, systems, teaching and learning practice, and products? This module explored what is working well now, and where you might take this into the future, using a lean start up methodology with

discussion on opportunities for women, people with disabilities, young people, and students across every level and industry sector.

The objective of the session was to enable participants to:

- apply the lean start up methodology to identify problems and create solutions
- understand TVET and entrepreneurship policy
- discern what entrepreneurial approaches will work for participants' context, country/region and goals
- identify TVET capability development opportunities
- understand best practices in entrepreneurship and ways to support specific cohort



Module 7: Leadership

7.1. Leadership styles and skills to drive change

Mr Jens Liebe, Senior Programme Expert, UNESCO-UNEVOC, with a leadership panel featuring Mark Butler, Director of the International Education Department, Bow Valley College; Madgerie Jameson-Charles, Coordinator of Master in TVET Leadership and Workforce Development, TVET University of the West Indies; Sebastian Paust, Strategic Adviser, European Representative Office, Asian Development Bank

A key purpose of the UNEVOC TVET Leadership Programme is to address the perceived bottleneck in change leaders and a lack of capacity to develop a vision and implement change. Effective TVET leaders need to have a clear vision, a sound thematic knowledge base to support and defend their vision, and the skills to drive change. Whether or not they are successful in achieving their vision depends on their ability to exercise effective leadership and the ability to identify and manage the required processes.



Leadership panel with Mark Butler (Bow Valley College), Madgerie Jameson-Charles (University of the West Indies) and Sebastian Paust (Asian Development Bank)

“Leadership” has many facets and numerous definitions, many of them overlapping with the domain of “management”. A unifying characteristic of “leadership” is that it has to do with interacting with people, while “management” focuses predominantly on processes. Guided by this rough characterization, the focus of this module was on the people dimension of leadership.

Following an overview of leadership styles, and the differentiation of leadership and management skills, participants discussed issues such as creating a compelling vision, building support for a vision, understanding and appreciating different personalities, and the importance of creating and maintaining “momentum”. The module was framed in the context of transformational leadership in TVET and built on the leadership experience the participants already have. A panel discussion stimulated further reflection on leadership and invited participants to engage with the panelists.

The objective of the session was to enable participants to:

- understand the characteristics of a leader
- recognize the differences between management and leadership
- understand and appreciate different personalities and the relation of leaders to their teams

7.2. Leadership in the context of TVET

Mr Paul Brennan, Senior Partner, InnovED ODT

Leading a TVET institution is not the same as leading a university or school. TVET institutions are called upon to provide greater access to applied learning that leads to employment for learners in a rapidly changing environment.

This module helped participants identify and acquire specific leadership competencies. It identified the leadership competencies (knowledge, skills and attitudes) needed by leaders to make their TVET institutions more responsive to the surrounding labour market and society, and more focused on the learner’s success than on institutional and government bureaucratic rules, while still meeting government accountability and reporting requirements. Finally, the module explored the importance of networks of change, ongoing learning, and constant contact with learners and employers.

The objective of the session was to enable participants to:

- identify key drivers for change and their implications for leading a TVET institution
- assess their leadership competencies for student-focused and employer-responsive TVET institutions
- explore new ways of leading and driving change in the face of the challenges that TVET institutions face today

7.3. Leadership skills: communication and conflict resolution

Mr Paul Brennan, Senior Partner, InnovED ODT

A key challenge to change is how to shape and communicate a clear vision, engage all key stakeholders to support and contribute to achieving change goals, motivate and build effective teams, and to manage resistance to change. This session focused on key stakeholders TVET leaders need to engage both within and outside their institutions. The module also explored and identified productive strategies for communicating with those stakeholders, and to deal with resistance to change.

The objective of the session was to enable participants to:

- identify stakeholders TVET leaders need to engage in order to mobilize their support, and in some cases resources, to achieve transformative goals
- determine skills and strategies for communicating with stakeholders
- identify sources of resistance to change, and strategies for resolving conflicts



| Discussing key stakeholders

Module 8: Strategic institutional planning and management

8.1. Strategic institutional planning

Mr Paul Brennan, Senior Partner, InnovED ODT

In light of limited funding, government policies, and partner and student expectations, TVET leaders must be able to formulate a clear and compelling visions and missions, and then translate those into a plan that sets clear and measurable goals to achieve it. This module equipped participants with some tools and approaches to, amongst other, gathered “good-enough labour market intelligence” required to support their strategic planning efforts. It explored innovative approaches to gathering ongoing input to upgrade programming and quality assurance, to ensure that the institution serves their learners and communities with education for employment. Strategies for doing this in centralized or decentralized country contexts were also explored.

The objective of the session was to enable participants to:

- craft or reframe a TVET institution vision and mission taking into account the level of institutional autonomy
- determine strategic goals and priorities that meet student, community and ministry needs, while maintaining room for ongoing adjustments and innovation
- establish realistic and relevant quality monitoring systems to follow goal achievement, asses quality and make adjustments along the way, while also meeting ministry requirements and expectations

8.2. Management skills for TVET institutions

Mr Jan Ebben, Consultant, German Chambers of Commerce and Industry in Croatia and Bosnia Herzegovina

TVET managers work for both institutional development and the creation of conducive learning environments for vocational students or trainees. Process and project management are primary tools for TVET managers. While the management of processes addresses the need for stability and efficiency, project management is more concerned with the planning and implementation of change.

This module set out to familiarize participants with foundational techniques for managing processes and projects in TVET, taking into account institutional contexts and stakeholders, and giving due attention to good practices provided by participants.

The first part of the session was dedicated to process management. Participants learned and practiced to model processes as well as critically evaluate them. The second part focused on the application of work breakdown structures, Gantt charts and essential tools of project management. Participants sketched a project using these elements, and then worked together to evaluate and improve their designs.

The module concluded by relating these managerial skills to managerial principles such as Management by Results (MBR) and Management by Objectives (MBO), which are powerful principles that underpin TVET management.

The objective of the session was to enable participants to:

- design a workflow using business process modelling and notification techniques to improve business and education processes in TVET
- plan, implement and control a TVET project using essential techniques that include work breakdown structures, time plans and budgets
- appreciate how they depend on institutional context, but also how they can be applied to lead towards stronger TVET institutions and better vocational learning

Special 4 – Promoting gender equality in and through TVET

Ms Miki Nozawa, Programme Specialist, UNESCO-UNEVOC

Globally, 50 per cent of working age women are represented in the labour force, while the figure is 76 per cent for men. Women often make less than men for work of equal value; the wage gap is estimated to be 23 per cent. Moreover, a majority of women are in the informal economy, doing the unpaid work, and are concentrated in lower-paid, lower skilled occupations with little or no social protection.

These are the facts communicated to the world by UN Women at the occasion of the International Women's Day on 8 March this year.

While TVET can play an important role in securing employment opportunities for both men and women, barriers exist in realizing equal access to and participation in TVET. In fact, TVET programmes themselves can sometimes reinforce gender biases and stereotypes.

Although the topic may not be new, there are still persistent gender barriers and stereotypes in TVET, which TVET leaders need to be aware of and to be able to act to bring changes.

The objective of the session for participants was to:

- familiarize themselves with international development frameworks and commitments related to gender equality issues in TVET
- understand different dimensions of gender equality issues in TVET, existing evidence, and models of good practice



| Discussing gender barriers in TVET

Module 9: Proposal development

9.1. Proposal development - individual/institutional focus

Mr Oliver Haas, Head of TVET Sector, Deutsche Gesellschaft für Internationale Zusammenarbeit
Mr Jens Liebe, Senior Programme Expert, UNESCO-UNEVOC

An important element of the UNEVOC TVET Leadership Programme is the focus on moving to action. Building on the vision and knowledge covered in the other modules, Module 9 aimed to allow participants to put their learning into practice and develop proposals. The module was composed in two elements, one with an individual/institutional focus (Module 9.1), and one with a regional focus (Module 9.2).

Following an overview presentation that set the context for the module and further explained the scope and purpose of the two types of proposals, Module 9.1 introduced participants with effective proposal writing skills and discussed essential elements of convincing and successful proposals. This included aspects such as the clear formulation of objectives, the definition of SMART indicators (Specific, Measurable, Achievable, Realistic, Time-bound), and the monitoring and evaluation of outcomes.

Following the theoretical aspects of proposal development, participants applied the theory through the development of a proposal with an individual/institutional focus. Participants were encouraged to develop an individual proposal that targets an activity within their institution.

Participants were requested to refine their individual proposal over the remainder of the UNEVOC TVET Leadership Programme and share it in a brief presentation on the last day of the programme. An expert panel provided feedback to the proposal presentations and offered suggestions and recommendations for further improvement.



Leadership panel giving feedback to participants

The objective of the session for participants was to:

- understand the art of effective proposal writing, using a clear structure, convincing objectives, SMART indicators, and elements of outcome monitoring
- develop a draft individual proposal on a topic of interest, which the participant would like to implement at their home institution

9.1. Proposal development - individual/institutional focus

Mr Jens Liebe, Senior Programme Expert, UNESCO-UNEVOC

The UNEVOC Network strongly supports the drive to move from words to action. At the same time, the UNEVOC Network provides a unique platform for its members to identify key challenges in their region, and to develop impact-oriented, regional activities with clear goals to address these challenges. In doing so, they can also build on the expertise available within the Network.

Building on the principles of proposal development covered in Module 9.1, this module was practically oriented and geared towards the development of regional proposals. The participants were requested to identify regional challenges for which they perceive a need for capacity development in the region, and conceptualize a “regional proposal” to address this challenge through a capacity development programme. They could identify capacities that are available within the participating institutes or other members of the UNEVOC Network to capitalize on each other’s institutional competitive advantage and expertise. At the end of the day, the groups presented their respective ideas and concepts to each other and benefited from the group’s feedback.

Ideally, proposals should identify one or more collaborating institutions to implement the programme in the future. One possibility of financing a regional proposal is the UNEVOC “Call for Proposals”, which offers funding opportunities for excellent capacity development proposals with a cluster or regional focus.

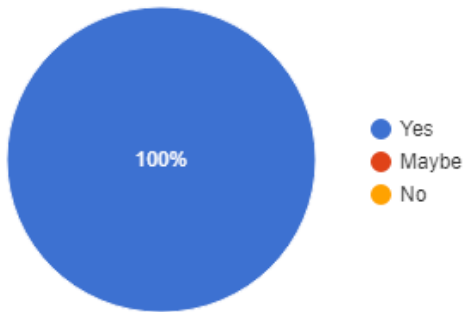
The objective of the session for participants was to:

- identify regional challenges which can be addressed through a capacity development programme
- conceptualize a regional capacity development proposal on a key issue with the goal to implement it in the near future

Programme evaluation and feedback

Would you recommend the UNEVOC TVET Leadership Programme to your colleagues?

The Programme received a 4.8 out of 5 overall satisfaction rate and for the second time in a row 100 per cent recommendation rate.



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Procurement and other administrative requirements

Sofia Antera, Caro Bajer, Ulrike Krämer, Carolin Schaulandt

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Wouter de Regt

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Report

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